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## SOME ADVANTAGES OF COLLEGE LIFE.

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Few of the average class of people rightly consider the advantages of college life. In this age of ours, so far advanced in intellectual culture, a young man, destitute of early college training, feels but imperfectly equipped to begin the battles of life, and incapable of winning distinction among his fellow-men. It is, however, an unfortunate fact, and one of too frequent occurrence, that scarcely has a young man arrived at a certain age than he is forced into the wide world before he has received the scantiest foundation of intellectual acquirements. Let the causes be what they may, it is only the young man of careful college training that can have a true idea of the loss thereby sustained. "The education of an individual is coincident with the life of that individual," for which reason every young man who hopes to be prominent among his fellow-men should seek every means and opportunity in acquiring a complete collegiate education. Not every youth, however, is studious by nature, and who acquires knowledge merely from the love of acquiring. To accomplish the best results the young student should be placed in a college somewhat

REMOVED FROM THE CITY,

where he can be free from its distracting influences, breathe a healthy atmosphere, and under the watchful care of the preceptor, apply himself more assiduously to his studies. In the common

day-school, left to himself to regulate his hours of study and exposed to the numerable temptations that surround him, the pupil unconsciously or heedlessly loses valuable time. While in a college

LIFE IS MORE LIKE CLOCK-WORK.

From the day the student first enters college he is struck by the order and regularity which prevails there. Not only recitation, but also recreation, study, and even sleep have their allotted hours. In this way the pupil becomes an economist of time, learns method and acquires good mental habits.

The most advantageous of all is

MORAL TRAINING.

Parents, sending their children to school too often consider but the intellectual improvement, and pay little attention to what is the very basis of education—religion and good morals. Let these lend an attentive ear to the words of Guizot. "Education," says he, "to be truly good and socially useful, must be fundamentally religious." This reason tells us and experience proves it, that the essential element of education—its pith and marrow, so to speak—is the religious element. Educate the intelligence at the expense of the moral and religious feeling and you but increase a man's power to effect evil—"you store the arsenal of his mind to sap alike the altar and the throne, to carry on a war of extermination against every holy principal, against the welfare and very existence of society." Science, without religion, is more destructive than the sword in